

ABE/LINK MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

MAZIKO A KUWERENGA READING INTERVENTION PROGRAM

Facilitator's Training Manual

Module 1

English Version

EFFECTIVE TEACHING PRACTICES

Contract No.: EDH-I-00-05-00026-02 Task Order No: EDH-I-04-05-00026-00

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ABE/LINK Malawi Teacher Professional Development Support (MTPDS)

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English Version

Effective Teaching Practices

Submitted by: Creative Associates International,
RTI and Seward Inc.

under

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Disclaimer

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Effective Teaching Practices

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It is not possible to recognize each and every contribution made to this training manual. Dozens of committed educators and professionals participated this past year in the literacy activities of the Malawi Teacher Professional Development Support Program (MTPDS). The result is a scientifically valid understanding of the specific obstacles to literacy attainment facing students in the primary grades. This training manual uses that evidence-based data to address these obstacles.

The MTPDS program extends a special appreciation to senior officials of MoEST especially Secretary for Education, Science and Technology, PS for Basic Education, Directors and staff of the Department of Inspectorate and Advisory Services (DIAS); Department of Teacher Education and Development (DTED); Malawi Institute of Education (MIE), Centre for Language Studies, Centre for Educational Research, and Training, Teacher Training Colleges and Domasi College of Education. MTPDS would also like to thank USAID for its support in the production of this manual.

Effective Teaching Practices

Acronyms

DBE Department of Basic Education

CPD Continuous Professional Development

DTED Department of Teacher Education and Development

EMIS Education Management Information Systems

GOM Government Of Malawi
MIE Malawi Institute of Education

MOEST Ministry of Education Science and Technology
MTPDS Malawi Teacher Professional Development Support

PEAs Primary Education Advisors

PCAR Primary Curriculum and Assessment Reform USAID US Agency for International Development

USG US Government

Introduction

The Malawi Teacher Professional Development Support Project (MTPDS) is a project which is funded by the United States Agency for International Development (USAID) and implemented by Creative Associates International, Research Triangle Institute International and Seward Incorporated in partnership with the Malawi Ministry of Education, Science and Technology (MoEST). This project supports the MoEST in a number of its endeavors such as New Primary Curriculum implementation, Continuous Professional Development, Information Management Systems, Monitoring and Evaluation, and Policy Implementation in order to improve the quality of education in Malawi.

Improving early grade literacy and numeracy among learners in primary schools is one of the core objectives of MTPDS. Through MTPDS, the implementation of literacy approaches will guide effective teaching and learning of literacy in the early grades.

To improve early grade literacy and numeracy MTPDS and MoEST is implementing an early grade reading intervention in seven districts which is geared towards the development of basic literacy skills and knowledge. The program intends to provide training to teachers, head teachers and Primary Education Advisors on how to effectively teach reading in the early grades in Chichewa. The program introduces foundational skills that students must learn in order to be able to read, such as letter knowledge, phonemic awareness, syllable reading, word reading, and oral reading abilities as well as listening and reading comprehension. Together, these skills and knowledge along with effective practices will form the contents a package of training for early grade teachers.

This first training manual focuses on effective practices that teachers use in teaching reading, but that can be used to teach any subject matter. The examples contain elements of the reading program, including basic skills such as phonological awareness, letter knowledge and letter sound identification that support teachers to effectively assist learners in the early grades to be able to read and write in Chichewa. Although this intervention is focusing on Chichewa the approaches are quite suitable for teaching any language, including English.

Schedule for Training of Facilitators

Day 1

Time	Task
8:00-8.15	Registration, Welcome and introductions (15 Minutes)
8:15-8.45	Overview and Link to Previous Training (30 minutes)
8.45-9.45	Instructional Cycle – Part 1 (1 hour)
9.45-10.00	Break (15 minutes)
10:00 - 11.00	Instructional Cycle – Part 2 (1 hour)
11.00-12.00	Lesson Cycle (1 hour)
12:00 – 1:00	Lunch (1 hour)
1:00-2:00	Two More Good Practices (1 hour)
2:00-2:15	Break (15 Minutes)
2.15-4.15	Putting It All Together (2 hours)

Day 2

Time	Task
8:00-9.00	Planning Instruction (1 hour)
9.00-9.45	Writing Instructional Objectives
9.45-10.00	Break (15 minutes)
10:00 – 12.00	Planning Lessons (2 hours)
12:00 – 1:00	Lunch (1 hour)
1:00-2:00	Delivering Lessons (1 hour)
2:00-2:15	Break (15 Minutes)
2.15-3.15	Delivering Lessons (1 hour)
3.15 4.15	Generating Frequently Asked Questions (1 hour)

Day 1

Introduction of the Manual, Agenda, and Learning Objectives (15 minutes)

(15 minutes)

Welcome participants and tell them your name. Let participants know that they are here to learn, and to feel free to ask questions. Tell them that anything they write in the teacher manual will be for their eyes only, their learning only – the manuals will not be collected or evaluated in any way.

Make sure that there is an introductory ice-breaker or activities. At least ensure that everyone has introduced themselves to their colleagues.

Establishing Norms (5 minutes)

To ensure that all participants benefit from the workshop, ask participants for their agreement to the following:

- Turn off or silence cell phones
- Be punctual
- Respect all opinions and questions
- Participate in all activities.

Purpose (10 minutes)

Explain the purpose of the workshop to participants

The Malawi Teacher Professional Development Support Project (MTPDS) is funded by USAID to support the Ministry of Education, Science and Technology division in a number of its endeavors, such as the implementation of the new primary curriculum, as well as in areas such as Continuous Professional Development, Information Management System, and Monitoring & Evaluation and Policy in order to improve the quality of education. Improving early grade literacy and numeracy among learners in primary schools is one of the core indicators of MTPDS. This workshop is one of the activities funded under the project.

Before beginning the workshop, make sure all the participants have the materials they will need, including pens, pencils, paper, and a copy of the Teacher's Manual.



Review of the Teacher's Manual

Tell workshop participants that they should each have a Teacher's Manual that contains all the materials they will need for the workshop. Let them know that they will use this manual throughout the workshop, and that it should serve as a resource when they return to the classroom.

Review the Teacher's Manual with workshop participants. Point out the blank templates at the back of the manual.



Review of the Agenda

Open the manual to the page with the agenda. Tell participants that over the next 2 days, the workshop will focus on instructional practices that can be used to teach any content area. Let them know that this training will extend the Continuous Professional Development (CPD) they have received on the implementation of good teaching practices, which are the foundation of effective teaching.

Review of Workshop and Learning Objectives

Review the workshop and learning objectives with the participants.

Tell participants that by the end of the 2-day workshop, they should be able to

- Acquire knowledge of effective delivery of instruction
- Synthesize content and instruction
- Apply effective teaching routines
- Practice mapping routines to curriculum
- Practice implementing lessons using the new routines.

The specific learning objectives are

• Knowledge: Delivery of instruction

- Teachers (i.e., participants) are able to identify and define explicit instruction, systematic instruction, review and generalization.
- Teachers are able to identify the components of a lesson cycle.
- Teachers are able to determine the best use of various grouping formats

Comprehend: Content and pedagogy

- Teachers are able to plan lessons using new practices.
- Teachers are able to explain and demonstrate the integration of content and pedagogy.

• Application: Routines

- Teachers are able to use routines.
- Teachers are able to integrate supplemental materials such as response cards, letter and word cards, and text.
- Teachers are able to determine the appropriate placement of routines in the curriculum.

Overview and Link to Previous Training (30 minutes)

Let participants know that this portion of the workshop will begin with a review activity.

Activity: Good Teaching Practices Review

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual. The answers to the cross match are provided before the definition. After the 5 minutes given to participants to complete the activity, read the definitions and call on participants to tell you the vocabulary term associated with it.

Activity instructions:

Please review the exercise below. Working in groups of four, match the practice terms associated with good teaching practices with their definitions. Remember that this information was covered in the previous training. You will have 5 minutes to complete the activity.

Practice Terms

- 1. Lesson Planning
- 2. Lesson Introduction
- 3. Use of Teaching Resources
- 4. Practice and Feedback
- 5. Continuous Assessment
- 6. Active Learning
- 7. Extending Learning

Definition

4	The teacher provides students opportunities to receive feedback as they practice the skills they are learning.
5	The teacher uses a variety of tools to determine whether or not students have learned the lesson.
3	The teacher uses a variety of materials to support the teaching of the lesson.
1	The teacher is prepared for the lesson and has clear outcomes, appropriate activities, the necessary resources, and assessment tools.
6	The teacher ensures that students are engaged in the learning tasks.
7	The teacher ensures that students have appropriate activities to practice new skills out of school
2	The teacher makes sure that students are ready to learn by telling them what they are expected to learn and using clear language.



Changing the Learner's Experience

Say, "If you are interested in improving learners' outcomes, raise your hand."

Then ask, "Who is responsible for student learning?"

"If you think it is the teacher, show one finger, two fingers if you think it is learners, and three fingers if you think it is both."

Ask one or two persons to tell why they voted as they did.

Tell participants that teaching and learning are shared activities. There <u>has to be a match between what is taught and learners' levels</u>. Both teachers and learners have a responsibility to engage in the give-and-take that occurs during instruction. Sometimes it can be easy to say, "well, I said it, and they didn't learn, it just went out with the wind," and go on with the next lesson. <u>But as teachers, we have the responsibility to change the learning experience if students are not learning</u>. Instead we should think, "If I move on to the next thing when 80% of my students don't know what I've taught, I'm not doing my job."

Tell participants that there are three ways to change the learner's experience:

- The amount of instruction a student receives,
- The focus of instruction, and
- The quality of instruction.
- Tell Participants: You can increase the amount of instruction students receive by planning
 instruction carefully, being mindful of the use of time, and using practices that promote student
 engagement.

When you identify and prioritize the most important skills and knowledge and make sure that those are the focus of instruction, you maximize student learning. You enhance the quality of instruction when you consistently use good teaching practices, use information on student learning to plan and review, and reflect on your teaching.

¹ Vygotsky, L. S. (1962). Thought and language. Cambridge, Massachusetts: The MIT Press

Reflection (5 minutes)

Activity: Time Review

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

In the space provided below, write the approximate time you spend doing each of these things each day. You will not share this information. This will help you be mindful of how you are using time. You will refer to this as we progress through the workshop.

Planning:	
Preparing materials:	
Feaching:	
Correcting behavior:	
Grading student work:	

Let participants know that although teachers cannot add more time to the school day, over the course of the workshop, the group will examine ways to use time more efficiently to increase students' opportunities to learn.

Instructional Cycle (1 hours)



Understanding How Students Learn

Tell participants that to understand how to best teach, we have to understand how we learn. First, learning is a process. Almost anything we learn, we learn over time.

- At the beginning, we need instruction and guidance.
- Then, we need practice to improve.
- Finally, when we have mastered it, we can do it on our own.

Bicycle Example: When we first learn to ride a bicycle, we need guidance to learn to balance on the seat, to peddle fast enough so we gain momentum, and finally how to turn and stop. The more we practice the better we will get at doing all of those things at once. Finally, we master being able to ride a bicycle and we can talk to a friend or on a cell phone while riding with no problem!

Ask participants to take a minute to think about something they learned that followed that process.

Ask for an example or two to talk about.

Tell participants that this is also true in the classroom. There are two ways we can use this process to benefit learners:

- The **instructional cycle** describes the type of instruction needed over time.
- The **lesson cycle** describes the process used for every lesson.

Tell participants that they will review these dimensions over the following sections.

Instructional Cycle

Tell participants that, as mentioned above, an instructional cycle has three points that are distributed over time:

- Introduction of new skill
- Practice
- Generalization.

Instruction is different at each point.

• When you introduce a <u>new skill or strategy</u>, a <u>systematic and explicit approach</u> is necessary to make sure students learn the skill or strategy².

² Engelmann, S. (1969). Preventing Failure in the Primary Grades. Chicago, IL: Science Research Associates.

- <u>Practice instruction</u> and activities are less direct and are needed to <u>ensure that students apply</u> the skill or strategy until they master it.
- During generalization activities, learners use the skill or strategy independently in new situations.

Introduction of a New Skill or Strategy

Demonstrate the following lesson example for participants. First have the whole group respond with the name of the letter, then call on different groups around the room, including their working group, all women, all men, everyone wearing red (or whatever you can think of) to demonstrate that practice.

If participants say something incorrectly during the demonstration, remember to give feedback.



This following is an introduction lesson. The goal during an introduction lesson is to teach a new skill or strategy.

Introduction Lesson

SKILL: Recognize and name the target letter.

INSTRUCTIONAL OBJECTIVE: Shown the target letter, the student will name the letter.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: "Today, we are going to learn a new letter. I will show the letter, and then I will tell you the name of the letter."

MODEL: Show the target letter. Point to the letter and say the following:

Teacher: "This letter is _M_."

GUIDED PRACTICE: Show the target letter. Point to the letter and say the following:

Teacher: "Let's say the name together. This letter is M."

Teacher and Students: Say name of letter

INDEPENDENT PRACTICE: Allow the student to practice independently.

Teacher: "Now you try it. This letter is _M__."

Students: Say name of letter

APPLICATION: Point to the target letter, and ask students to say the name of the letter. Then ask

students to write the target letter.

Review the six lesson components — skill, instructional objective, advance organizer, modeling, guided practice, and independent practice — with participants:

- The **skill** is the focus of instruction.
- The **instructional objective** identifies what the student will learn and how they will demonstrate what they have learned.
- The advance organizer/introduction lets students know what they will be doing. It directs their attention to what is important and why it is important to learn.

- Note that the advance organizer says "new", so the students know to pay attention and be ready to learn something new. I didn't just say, 'what is this letter' I told them it was a new letter.
- Modeling/Illustration provides students an example of how they will complete a task or apply a strategy.
- Guided practice allows students to first practice the new skill or strategy with support from the teacher
 - Ask participants to think about how many chances they got to practice... a lot! This is important for students, to have a lot of practice doing it correctly.
- When students can complete the task **correctly**, they will **practice independently**.

Ask participants whether they have any questions or comments before moving on.

Practicing the Lesson

Explain to participants that the second point in the instructional cycle is <u>practice</u>. After a new skill or strategy has been introduced, students will need opportunities to practice with the teacher, in groups or pairs, or independently.

Demonstrate the following practice lesson. Then, review the following practice lesson for the skill introduced in the previous introduction lesson.

Practice Lesson

SKILL: Recognize and name the target letter. **INSTRUCTIONAL OBJECTIVE:** Shown the target letter, the student will name the letter. **ADVANCE ORGANIZER**: Introduce what the student will be doing and what he/she should try to learn. **Teacher:** "Today we are going to practice saying the names of the letters we have learned. First, we will review, then, we will practice." **REVIEW:** Show each of the letters students have learned this week and tell them the name. (a, b, e, n) **MODEL:** Indicate practice activity. **Teacher:** "Today, we are going to play a game. I am going to show you a letter, and you are all going to say the name. Then you are going to think about the letter and determine if it is in your name. I will count to three, and if it is in your name, you will stand up." **GUIDED PRACTICE**: Show each letter one at a time. **Teacher:** "Let's practice together. First, we say the name together. This letter is _____." **Teacher and Students:** Say name of letter Teacher: "Now think about the letter. I count to three, and if it is in your name, stand up. 1, 2, 3," Students: Students with the letter in their names stand up. **INDEPENDENT PRACTICE**: Allow the student to practice independently. **Teacher:** "Now you try it. This letter is ____." **Students:** Say name of letter Teacher: "Think, one, two, three." Students: Stands up if it is in his/her name.

APPLICATION: Continue with all the letters and repeat as needed.

Tell participants they are going to do an activity that addresses how these two lessons and how they are the same and different.



Activity: Compare Lessons – Think-Pair-Share

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

The question you will discuss with your partner is, "In what ways are introduction activities different from practice activities?"

First, think of your answer. Then, share with the person to your right. If you are at the end of a row, turn to the person behind you.

Tell participants that after 2 minutes, you will ask some of them to share. After each of the selected participants shares, ask other in the group to raise their hands if they wrote the same thing or something similar.

Possible answers: The introduction focuses on 1 skill only, practice lesson is less direct, more variable, requires different materials, they have a different focus (new versus review), student mastery level is different, introduction are always for a new concept, introduction may draw on background knowledge while the practices draws on what they learned in class.

Generalizing the Lesson

Tell participants that the final type of lesson is a generalization lesson.

Remind them that the purpose of generalization lessons is to provide students opportunities to practice what they have learned in new situations. That means that for our activity, they want student to use the knowledge they have acquired in a new way.

Tell participants that in this lesson, the process is reversed. The teacher gives students the letter name and the students will either write or show the letter.

Generalization Lesson

SKILL: Recognize the target letter.

OBJECTIVES: Given a letter name, the student will chose the correct one among five letters.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: "Today we are going to play a game with the letters we have learned with your group. First we will review, then, you will practice."

REVIEW: Show each of the letters students have learned this week, and tell them the name.

MODEL: Indicate activity.

Teacher: "Today you are going to play a game with your group. You will each write a letter in your notebook. Each person in the group will take a turn showing the letter and all the others will name the letter."

GUIDED PRACTICE: Show each letter one at a time.

Teacher: "The letter is ."

Teacher and Students: Say the name of the letter

INDEPENDENT PRACTICE: Allow the student to practice independently.

Teacher: "Now you will get into your groups to play."

APPLICATION: Monitor the groups as they play the letter game.

Activity: Compare Lessons – Think-Pair-Share

Repeat the activity of comparing lessons with the generalization lesson.

Activity instructions:

The question you will discuss with your partner is, "In what ways are introduction and practice activities different from generalization activities?"

Possible answers: more application, releases the teacher to monitor and give feedback to students, students are responsible for learning and for helping each other, more student autonomy, students are demonstrating mastery, measures undertaking in different situations, may permit individuals to show mastery in different ways.

Let's review how these lessons fit together during the week.

Summary

Tell participants that the instructional cycle we have examined takes into account how we learn.

- Introduction activities teach a new skill or strategy and moves students forward in developing abilities.
- Practice activities provide practice/review with skills that students have learned, but still need additional practice to develop *automaticity*. Automaticity is the automatic processing of information such as the immediate recognition of letter-sound correspondences.

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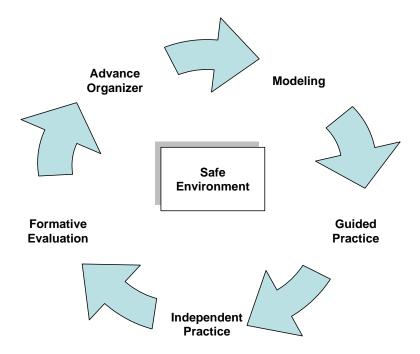
- In other words, we want children to see a letter, then say the name or else the sound immediately. They should know them by heart. In the same way, you need to recognize numbers with ease before you can do addition and subtraction.
- Bike example: When you can ride a bike and talk to a friend at the same time, you have automaticity, otherwise called mastery. Before you had automaticity you had to concentrate so you wouldn't lose balance and fall off!
- Generalization activities provide opportunities for students to apply mastered skills in new ways. When students generalize their understanding of a skill, they can apply it appropriately on their own.

This cycle of introduction, practice and generalization forms a systematic curriculum in which students learn new skills, practice them, and apply them. Each time teachers teach something, they use this cycle to help learners build a strong foundation of skills and strategies that they can apply to all learning.

Lesson Cycle (1 hour)

Tell participants that across the three types of lessons the workshop has examined, there is a consistent framework. Using a consistent framework helps teachers create a safe learning environment and make the best use of instructional time and good teaching practices. A lesson cycle provides this framework.

Ask participants to look at the following figure in their manuals and discuss each of the components.



A <u>"safe environment"</u>, or a conducive learning environment, is an environment where students receive enough support and help so that they don't get left behind. Students don't get punished for not knowing an answer. If a student doesn't know an answer, the teacher helps the student by leading them to the answer and assuring they get it correct before moving on. This way students know that they are in school to learn, to gain new knowledge, and that they will be given support in order to do so. After all, that is what learning is all about! If students are aided rather than being told "no" they will participate in the classroom and stay engaged.

Note: Behind the Lesson Cycle above is a systematic curriculum that defines what should be introduced when.

Features of an Effective Lesson

Remind participants that in the previous section, they saw many of these components. Note that they may have also talked about these in previous CPDs. In this section, they will examine these components more deeply to extend their knowledge of the implementation of effective lessons.

Review each of the features of an effective lesson with the participants.

Tell participants that, as we discussed before, with an advance organizer, the teacher orients the class to a new assignment or gives instructions on organizing for tasks. This is important because students who

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understand the purpose of what they are doing, and how to go about doing it, work more independently and make greater academic progress. You will spend more time at the beginning of the year orienting students and less as the year goes on.

During modeling, each skill is clearly described, modeled (illustrated) and practiced to take the "mystery" out of the task. Taking the "mystery" out of the task assures that children aren't confused or lost, in which case they will not learn. You should also clearly state the focus and provide a clear and ordered demonstration of concepts, skills, and tasks in order to make the process visible³.

There are two different modeling formats that can be used:

- The task to be completed is clearly and unambiguously stated.
- The process to be followed to complete the task is clearly and unambiguously stated and demonstrated.

³ Blair, T. R., Rupley, W. H., and Nichols, W. D. (2007). The effective teacher of reading: Considering the "what" and "how" of instruction. The Reading Teacher 60, pp. 432-439.

Activity: Identify the Type of Model

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual. The correct answers to the activity are provided below each text box in capital letters.

Activity instructions:

In this activity, the workshop facilitator will be in the role of the teacher and present an example of a lesson model. In response to the facilitator, the workshop participants will show one finger if the facilitator is describing a task, and two fingers if he/she is describing a process.

I will say words one at a time and you will tell me whether or not the word begins with the sound /m/. If the word begins with the sound, show me thumbs up. If it does not, show me thumbs down.

1 FINGER (is the correct response for the example above, because it is a task... it tells you what to do, but does not describe several steps in a whole process)

I will say words one at a time and you will tell me whether or not the word begins with the sound /m/. If the word begins with the sound, show me thumbs up. If it does not, show me thumbs down.

T: First word, mouse. I say the word to myself, mouse. I separate the first sound /m/. Mouse begins with /m/ so I show thumbs up.

T: Next word fast. I say the word to myself, fast. I separate the first sound /f/. Fast does not begin with /m/ so I show thumbs down.

2 FINGERS (because this provides steps in the process and how to go about it)

Say the word and then say each sound as you write each letter of the word.

1 FINGER

Today we are going to read syllables. We will say each sound and will then read the syllable. I put my finger under each letter and say the sound of each letter. /m/ /a/. Then I sweep my finger under the syllable and say all the sounds of the syllable together.

2 FINGERS

I read the title and then ask myself,

Does the title mention people or things? If it does, I write it down.

Then I ask, does the title mention an event? If it does, I write it down.

Finally, I ask myself, what do I think the story will be about? Then I write it down.

2 FINGERS

Guided Practice

Tell participants that guided practice has two important components: formative feedback and supported instruction. These two practices are related and often work together to ensure that

students are learning and practicing the skill or strategy correctly. This is important because it is harder to unlearn something than it is to learn it correctly the first time.

Formative feedback⁴ makes specific reference to a learner's achievement or competence and can successfully lead to student improvement. For it to be effective, teachers need to first

- Indicate to the student whether their understanding is correct or incorrect,
- Tell or describe why an answer is or is not correct,
- Tell the student what they have or have not achieved, and
- Describe how to correctly complete the task or use a strategy.

Tell participants that you will demonstrate formative feedback, as follows:

- If I ask learners to read the word ---ana--, but the word is read incorrectly. Some students say -- aka--.
- I say, "No, that is not correct. That does not say --aka--. You missed a letter. Let's say each sound together and then we will read the word fast. ////////. ------ Now you try it."

Explain to participants that this helps the learner know how to <u>approach the problem</u>. If I just say, no, the learner doesn't know any more than he did before, or how to discover the error.

Scaffolding: Tell participants that supportive instruction or scaffolding is used to assist students as they are learning new skills and concepts⁵. Scaffolding is more than helping a student get the right answer, it is a unique type of support that allows learners to move toward new skills and levels of understanding⁶; however, it

- Does NOT change the skill.
 - For example, if the task is "say the first sound in the word ana", I can't scaffold by asking students to tell me how to write ana, because writing and being able to provide the first sound are different skills.
- Provides only enough of a scaffold to allow the students to complete the task alone.
 - It gives <u>clues</u> to make the task easier for the learner. For example, if the teacher says, "I will give you a word with 3 sounds. You tell me the sounds in the word." Then the student knows to listen for 3 sounds it makes the task easier.
- Is <u>removed</u> as students develop independence.
 - It is Temporary. When the task becomes easy for students they no longer need the scaffold.

Independent Practice: Tell participants that independent practice gives students opportunity to practice what they are learning. Some learners need a little bit of practice, others need more. <u>Learners should not engage in independent practice until they know how to complete the task alone</u>. We do not want them to practice incorrectly.

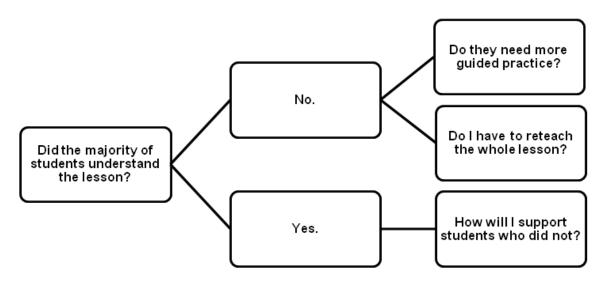
⁴ Askew, S. (Ed.), (2000). Feedback for learning. London: Routledge Falmer.

⁵ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

⁶ Kim, J. S. & White, T. G. (2008). Scaffolding Voluntary Summary Reading for Children in Grades 3 to 5: An Experimental Study. *Scientific Studies of Reading*, 12(1), 1-23.

Evaluation

Tell participants that before, closing the lesson, teachers should evaluate their students' understanding. Review the following figure, which shows one example of any evaluation process.



Teachers should not rush to complete the syllabus, to always feel they are against time and must move on no matter what. If the majority of learners are getting something wrong that is important to learn, teachers should make sure to correct that. They'll need to stop, reflect and change their practice. Remember! There are 3 things that can be changed in order to improve learning:

- The amount of instruction a student receives,
- The focus of instruction, and
- The quality of instruction.

Summary

Tell participants that well-delivered and supported instruction helps to create a conducive learning environment in which students can acquire new knowledge. Teachers create a conducive learning environment when students are given the support needed to acquire new skills and knowledge and multiple opportunities to practice. In this model, learning is viewed as a process and not a product.

- We tell students what we expect, and we model it.
- We practice with them and give them opportunities to practice independently
- If they make an error, we provide formative feedback.
- When we are sure they can complete the activity, we give them opportunities to apply the skill in new situations.

Reflection

Activity: Time Review

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

Think about the practices we have talked about, and *then* rate the use of the practices. You will not share this information; rather, it will serve to help you reflect on your practice.

Practice	Always use it	Sometimes use it	Never use it	Notes
Provide an advance organizer				
Model tasks				
Provide guided practice				
Provide formative feedback				
Scaffold learning				
Provide independent practice				
Evaluate students and use the information to plan instruction				

Activity: Wrap-up

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

Write down one practice you will implement and 1–2 questions you still have.
Allow 3–4 minutes for discussion of questions.

Two More Good Teaching Practices (2 hours)



Good Teaching Practices

Tell participants that you are going to talk about two more good teaching practices.

- Opportunities to practice skills, and
- **Pacing**

Two main ideas here are: 1) To keep kids engaged and practicing we need them all to participate. 2) Using these methods, teachers can check quickly, and assess continuously (use continuous assessment).

Teaching in overcrowded classroom conditions. Explain to participants that the importance of time on task is recognized as an important factor in learning. To learn, children have to spend time attending to and participating in academic tasks. Maintaining students' attention in large classes requires the effective use of instructional and management practices. In overcrowded classrooms students' opportunities to benefit from the instruction provided is limited if they cannot hear the teacher, see the materials, or practice the skills they are acquiring.

Providing Opportunities to Practice

Tell participants that to ensure that students learn and internalize what they are teaching; they have to make sure they have multiple opportunities to practice the skill.

When planning instruction, they should build in opportunities for students to practice until they master the skill. They should also plan to give students opportunities to practice across several lessons.

Explain to participants that there are several ways to increase the number of opportunities students have to practice:

- Have students answer in unison rather than individually because they get more practice time than if called on individually. Also, students remain engaged during the practice time because they are expected to answer all questions. If a teacher asks a question and asks only one student for the answer, only that student gets practice, but if the teacher asks the entire class to answer, all students get practice. The following are a few ways to engage all learners:
 - **Think-pair-share:** Have students sit in pairs. Pose a question or problem. Students think of an answer individually, discuss it with a partner, and come to agreement on their answer. Pairs share answer with the whole group.
 - Turn to your neighbor: Students turn to neighbor to complete a task
 - Response Cards: Cards, signs, or items that students hold up simultaneously to show an answer to questions or problems. Learners should answer together to ensure they are all cognitively engaged.
 - Pinch cards: Cards with multiple answers on one card. Students pinch the part of the card with the correct answer.
 - Choral response: All learners answer together. If a teacher has a larger class, after a learners answer all together a few times, the teacher should break up the group by asking just girls

Effective Teaching Practices

or just boys, learners in the back, or the front, etc., so that the teacher can better gauge how students are doing. Finally, when a teacher has learners respond by group, he/she should be sure to have all the groups practice and return to the whole group from time to time to make sure everyone stays engaged.

- 1. The key is that students learn to think of the answer and give the response themselves; they don't simply repeat what the teacher says.
- Practice with students until they master the skill. For example, if a lesson recommends
 practicing two words together, but students need more practice to master the skill, continue
 practicing until all students can read the words successfully.
- Use of graphic organizers help students focus, comprehend, and synthesize information. These
 organizers also provide a concrete tool to represent ideas and their relationships
 Note: Teachers should face their students while teaching, and the students should face their
 teachers. All students should be engaged and the teacher must have a means of verifying that
 students are doing the skill or demonstrating knowledge correctly.

Ask participants to think back on today and identify how many and which activities have been used in the training so far?

Pacing

Tell participants that another practice they need to be aware of is pacing. Activity pacing refers to how fast or slow a teacher conducts the lesson⁷.

Activity: Fast or Slow

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

⁷ Although the amount of time spent teaching is important, student engagement must be high and the time must be used well in order to show learning gains. For more information, see: Aronson, J., Zimmerman, J., & Carlos, L. (1999). *Improving student achievement by extending school: Is it just a matter of time?* San Francisco, CA: WestEd. Washington, DC: Office of Educational Research and Improvement (ED).

Effective Teaching Practices

Activity instructions:

ow think about the	ne students who	might have	difficulty if the	pacing is too	slow. What mig	ht happer
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Then ask another 2–3 participants to share their comments about students who would not do well if instruction was too slow. After each of the selected participants shares, ask other in the group to raise their hands if they wrote the same thing or something similar.

in the group to raise their hands if they wrote the same thing or something similar.



Review with participants some practices that assist with maintaining a good pace:

- Be <u>well prepared</u> to teach the lesson. This helps the teacher keep a quick, game-like pace of instruction.
- All learners <u>need "think time"</u> after a teacher asks a question. However, too much "think time" can lead to off task behavior.
- Good pacing takes practice. Teachers should practice reading the lesson out loud before teaching it.
- Students who struggle with learning may process information at a slower pace. Increasing the speed of response helps build automaticity and faster processing.
- As students master the objectives, teachers should try increasing the pace of the activities.
 Adjust the pace to keep students engaged and challenged while mastering the objectives of each activity.
 - Teachers should go forward when the majority of students can demonstrate their mastery, so the teacher doesn't move at the pace of the fastest OR the slowest learner but should provide additional help to those students who still need it.
- Wait time will vary with the activity. When students are first learning a skill, they need more "think time" to respond correctly. Reduce the wait time as students practice for review and generalization.
- Tell participants that you will demonstrate what it means to teach with a "perky pace" and provide all students multiple opportunities to practice.

Phonics Syllable Reading Routine

SKILL: Syllable reading

OBJECTIVE: Shown a syllable, the student will read syllables composed of previously learned letters.

ADVANCE ORGANIZER:

Teacher: We are going to use the sounds we know to read syllables. We will say each sound and will then read the syllable. I will put my finger under each letter and you will say the sound of the letter. After you say all the sounds of the syllable, I will sweep my finger under the syllable and you will read it.

MODEL:

Put your finger under the first letter of a syllable on the board and say,

Teacher: Watch me, /m//a/ ma, /m//e/ me, /m//i/ mi.

GUIDED PRACTICE:

Teacher: Now we will do it together. Remember to say the sound of each letter when I point to it.

Teacher points to each letter of the syllable on the board.

Teacher and Students: /m/ /a/ ma, /m/ /e/ me, /m/ /i/ mi.

INDEPENDENT PRACTICE:

Teacher: Now you try it.

Students: say the following, without the teacher. /m/ /a/ ma, /m/ /e/ me, /m/ /i/ mi.

APPLICATION: Continue practicing with more syllables.

Effective Teaching Practices

Ask participants whether they have any comments or questions before moving on?

Putting It All Together (2 hours)

- Explain to participants that all the lessons they have looked at today have the same components. The lessons are based on learning theory and recognize that children are active participants in their own learning and, as such, should be cognitively involved in the learning process. The lessons include the following components:
- Instruction is <u>interactive and briskly paced</u> (without losing the majority of the learners) to ensure that students are actively engaged throughout the lesson;
- Teaching is provided in <u>small steps</u>, with student practice after each step to ensure that all students experience a high level of success; and
- Children are provided <u>opportunities to apply</u> what they are learning in other contexts.

Additionally, the lessons are varied. Lessons that introduce a new concept or skill are teacher-led while practice and generalization routines are child-centered. Remember the Instructional Cycle: Introduction, Practice, and Generalization.

Explain to participants that the combination ensures a gradual release of responsibility from the teacher to the learner and provides learners with opportunities to practice and generalize what they are learning. Also, explain that students acquire the skills and knowledge needed because instruction is planned and sequenced to introduce targeted skills in a logical way.

Tell participants that you will model a lesson and they will play the role of students. Let them know that after you model the lesson, they will break into groups and a group member will teach the same lesson.

Comprehension Prediction Lesson

SKILL: Prediction

OBJECTIVE: Prior to reading a text, the student will use the title to predict what it might be about.

ADVANCE ORGANIZER: Introduce what the student will be doing and what he/she should try to learn.

Teacher: "Today we will read a story and make predictions about what is going to happen in the story. A prediction is a guess based on some information we already have about the story.

We can make predictions based on the title and pictures. We can read the title and think about what it says and we can look at each picture and think about who is in the picture and what is happening. We will use that information to make a prediction about what the story will be about or what might happen. Once we have finished the story we will go back and check to see if our predictions were correct. "

MODEL: Read the title of the passage, then say the following:

Teacher: "I read the title and then ask myself,

Does the title mention people or things?

Does the title mention an event?

What do I think the story will be about

GUIDED PRACTICE: Show students the title of a book or story and say the following:

Teacher: "Now we will do it together. We look at the title and ask each question. Does the title

mention people or things?"

Teacher and Students: Answer the question.

Teacher: "Now we will answer the second question. Does the title mention an event?"

Teacher and Student: Answer the question.

Teacher: "Now we will make a prediction. Work with your partner/group to make a prediction."

INDEPENDENT PRACTICE: Allow the student(s) to practice independently.

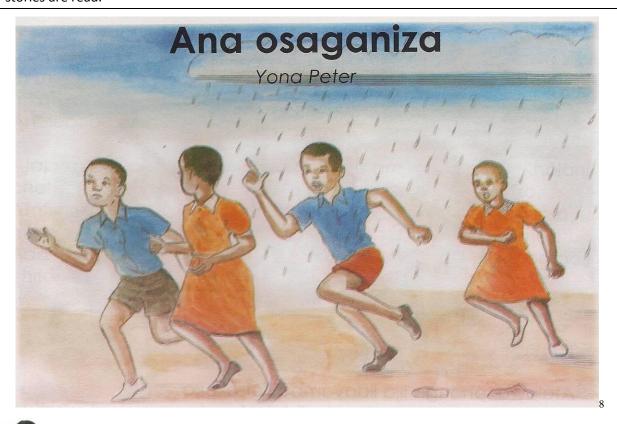
Teacher: "Now you will work with your partner or group to make a prediction, you will ask each question and write the answer down."

Students: Students turn to partner to answer each question and write the answers down.

Teacher should call on a few (3 or 4) students to share the prediction and give feedback for each: – Is prediction based on what is in title? Is prediction possible?

After reading the story or text, the teacher goes back and verifies whether or not the predictions were correct.

APPLICATION: Students are reminded to use questions when they make predictions when subsequent stories are read.



Tell participants that when you are teaching a prediction lesson, there are some critical elements to keep in mind to scaffold learners:

- Predictions have to be <u>logical</u>; that is, they have to be based on what is presented, whether it's the title, cover, or illustrations.
- They should be verified after the text is read.

^{8.} Primary Schools Support Program: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. American Institute for Research, Creative Centre for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates. Dowa, Malawi. Page 1.

• Learners have to understand that it is OK if their prediction is incorrect.

If a learner provides a prediction that does not seem logical, ask him or her to explain the reasoning used, then build on the logic of the learner, and help him or her correct it. Make sure to mention something good about the prediction, help the learner connect the picture to what they know and add what they do not.

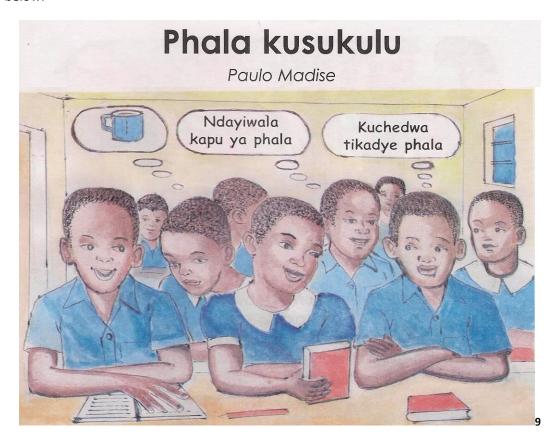


Activity: Practice

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

You will now break into groups of 10. In each group, one person will be the teacher, and the others will be the students. You will use the lesson format of the previous lesson to ask question about the book cover below.



⁹ Primary Schools Support Program: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. American Institute for Research, Creative Centre for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates. Dowa, Malawi. Page 9.

Day 2

Planning Instruction (4 hours)



Question Review

Welcome participants. Tell them that you will begin the day by reviewing what was presented the previous day and answering some of the questions from the previous day.

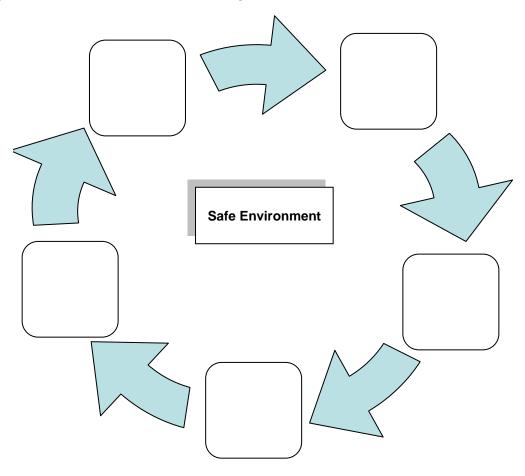


Activity: Workshop Review

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

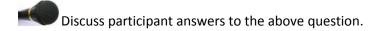
Activity instructions:

The first review activity is to complete the diagram below. What are the components of a lesson cycle that helps create a safe environment for learning?



Next, ask participants to answer the following questions (the answers are provided to you as the facilitator):

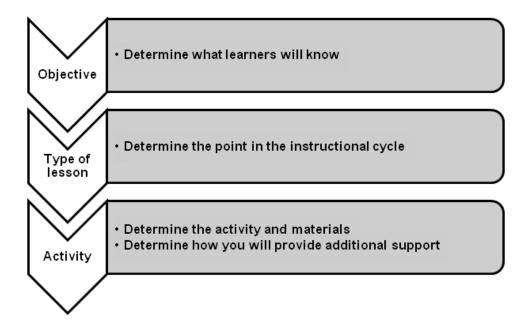
- What are the 3 types of lessons? (Answer: Introduction, Practice, and Generalization)
- What are the 2 components of guided practice? (Answer: Formative feedback and scaffolding)
- What are the 2 types of modeling? (Answer: Task and Procedural)
- What is the purpose of the advance organizer? (Answer: To inform learners about what they are going to do and get them ready for learning.)
- When do you do independent practice? (Answer: When students begin to master the skill or knowledge.)
- What is the purpose of evaluation? (Answer: To find out if the majority of students have learned what you taught. If they did not, this informs what kind of additional improved teaching is needed, and if the majority did learn it, helps decide if particular learners might need additional help or enrichment activities.)
- How do you make decisions about what to change in your teaching? (Answer: If learners aren't learning, reconsider the instruction in terms of, 1. Amount, 2. Focus and 3. Quality.)



Process for Planning Instruction

Tell participants that you will be going over one final component in planning lessons. Instructional objectives are important because they help us determine what we want learners to know at the end of the lesson. The objective is the basis for all planning.

Ask participants to look at the chart and review the process. First, identify the instructional objective. Second, determine the type of lesson the teacher will need. This is based on where the teacher is in the instructional cycle (Introduction, Practice or Generalization). Finally, identify the materials needed and the activity that will be used.



Writing Instructional Objectives

Tell participants that instructional objectives have two parts.

- It identifies what the student will learn and
- How they will demonstrate what they have learned.

Present participants with an example:

• Shown a letter, students will say the sound of the letter.

This objective tells us what students will know: the sound of the letter and how they will demonstrate it; in response to being shown a letter.

Present participants with another example:

• Before reading a passage, students will predict the story using the title.

Ask participants: What will the student learn?

Have participants circle the portion that shows what the student will learn. (Answer: predict)

Ask participants: How will they demonstrate it?

Have participants underline the portion that shows how they will demonstrate that they know how to summarize. (Answer: using the title)



Activity: Write an Instructional Objective



Write the following pupil indicator on chart paper: Write sentences correctly.

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual. Answers to the participant questions are provided at the end of questions in italics.

Activity instructions:

Now, we are going to write an objective together. Let's write an instructional objective for the pupil indicator: Write sentences correctly. Let's review and discuss the following question that must be considered when writing an instructional objective.

First, what will the student learn? To write a sentence correctly.

Then we decide what to focus on: grammar, punctuation, spelling?

Finally, how will they demonstrate that they can do it? Ask participants to answer and write their answers on the chart paper. If participants give several answers, ask which is the most important.

Write an instructional objective, answering the following: What skill or knowledge will the child demonstrate? Under what conditions (given a word, or problem to solve, or)? How many items? How complex should the items be?

Note, to use if you prefer: Is the objective "SMART"? Specific, Measurable, Achievable, Realistic and Time-bound?



Activity: Write an Instructional Objective

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual. Allow 3 minutes for this activity.

Activity instructions:

In the lesson frame on page 42 of your teachers' manual, write an instructional objective for the following pupil indicator: Read some words with vowels.

Be sure you include both parts of the objective, as discussed in the previous lesson. It is OK to confer with your colleagues.

Allow 3 minutes for this activity. When time is up, ask for volunteers to share their objectives. Provide feedback.

Determining the Lesson Type

Tell participants that the next step in planning a lesson is determining the type of lesson they will need. Explain that they can base this on the following components:

- Are you introducing the concept, skill, or strategy for the first time? If you are, then you need more explicit instruction.
- If this is practice, then you will want students to work independently after a quick review.
- Finally, if this is a generalization lesson, plan an activity that learners can complete on their own.

Tell participants that, regardless of the lesson type, they must always think of how they will support those students who need additional instruction.

Determining the Lesson Activity and Materials

Tell participants that the final step in planning a lesson is determining the activity and materials. One way is to determine the activity and materials is to consider the following questions as they plan.

- How will you introduce the activity?
- What do you have to model?
- How many practice items do you need?
- How much independent practice?
- What materials will you use to teach the objective?
- How will they demonstrate it?

Lesson Planning (1 hour)



Activity: Planning a Lesson

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual. Answers to the participants' questions are provided at the end of questions in italics.

Activity instructions:

Return to the lesson we started on how to write a sentence correctly using our instructional objective as a starting point (p35 in teachers' manual and page 43 in facilitators' manual)

Let's determine that this is a practice lesson that will entail a quick review and asking students to write two sentences on their own.

When developing your lesson, consider the following questions (sentence example in italics below is only in the facilitator manual):

- **How will you introduce the activity?** Remind the student that every sentence begins with a capital letter and ends with a punctuation mark. Tell them that it has to have at least a noun and a verb.
- What do you have to model? Sentences with the criteria.
- **How many practice items do you need?** They need 2–3 sentences in which they identify what is missing in the sentence (capital letter or punctuation mark), and 2–3 sentences in which they write sentences with guidance.
- How much independent practice? Two sentences.
- What materials will you use to teach the objective? Sentences on chart paper or board to show sentences missing items, sentences prepared for practice together.
- How will they demonstrate it? They will write two sentences in their notebooks.

10 2 3 8 3 4

Activity: Plan an Introduction Lesson

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

You will now plan an introduction lesson for the objective you wrote based on the indicator: read some words with vowels. You will do this in groups by grade level.

First, use the questions above for the Planning a Lesson activity, and then complete the lesson frame shown on page 35 of teachers manual, page 43 in facilitators manual.



Activity: Plan More Lessons

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

You will now use the lesson you developed in the last exercise to develop two practice lessons, using the templates provided on page 35 of teachers' manual, page 43 in facilitators manual

Delivering Lessons (2 hours)



Activity: Demonstrate Lessons

Review the following activity instructions with the workshop participants. These instructions are presented verbatim in the Teacher's Manual.

Activity instructions:

You will now demonstrate the lessons you developed in the planning activities.

Compile FAQs (1 hour)

This will be a resource for trainers. We will identify and answer questions that are likely to come up during professional development training.	

SKILL:
OBJECTIVE:
ADVANCE ORGANIZER:
MODEL:
GUIDED PRACTICE:
INDEPENDENT PRACTICE:
APPLICATION:

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APPLICATION:

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